THE IMPLEMENTATION OF TEAM TEACHING IN ENGLISH LEARNING OF TENTH GRADER IN SMK PGRI 3 MALANG

Yeni Fatmasari, Sri Widayati
Email :yeni.fatmasari@ymail.com; wied@techemail.com
State University of Malang

ABSTRACT: This research aims to describe what happens in the teaching and learning of English with the implementation of team teaching at SMK PGRI 3 Malang. The data were collected through interview, questionnaire and field notes. Based on data analysis, some conclusions can be drawn as follows: (1) SMK PGRI 3 Malang adopted Full team teaching, (2) the purposes were to ease the teacher monitor and handle large number of students, to serve the students well and equally, to make the class conducive, and to increase the teachers’ competence. (3) English team-teaching teachers planned, implemented, and evaluated with their partners. (4) the students’ respond positively toward team teaching in their class.

Key words: Team Teaching, English Learning, classroom management

Classroom management is the crucial thing which greatly affects the student interest in learning. The teacher has to manage their class well to gain the student attention and furthermore reach the learning goal. Nevertheless, students’ disruptive behavior may obstruct the teaching learning process.

In managing classroom, teacher has several roles. Byrne and Brown (in Rachmajayanti et al, 2011:53) pointed out that a teacher has several roles such as a controller, conductor, manager and monitor, facilitator, counselor, mentor, team member. Sometimes those teachers’ roles in managing classroom are daunting to do for most teachers. Some teachers may be confident in one or more roles whereas they may feel less confident in other roles. Therefore, using a team work or collaborative work with other teachers can maximize the role of the teacher in managing classroom.

The collaboration of teachers with different abilities, skills and talents will maximize the classroom management. For instance, a teacher with good tone and voice in presenting a material but who lacks of knowledge and abilities to make a good and attractive teaching media can collaborate with teacher who has a good skill in creating a good teaching media. This kind of strategy is called Team Teaching. Team Teaching can be an alternative way to fulfill the goal of teaching. It has been
applied in many education levels such as junior high school, senior high school and even in university.

Based on Goetz, (http://people.ucalgary.ca/~egallery/goetz.html/accessed in January 17th, 2013) team teaching can be defined as a group of two or more teachers working together to plan, conduct and evaluate the learning activities for the same group of learners. In conclusion, from several definitions of team teaching above, team teaching is a collaboration of two or more teachers to plan, conduct and evaluate the learning activities. Each teacher complements the others to make the controlled class situation and therefore fulfill the goal of teaching which is expected. The teacher can revise or enhance any mistakes from the other teacher/s.

In Indonesia, especially in Malang, only few schools have used the team teaching strategy. In this research, the researcher chose SMK PGRI 3 Malang to conduct the research. This school is located in Jalan Raya Tlogomas 29 Malang. This school has used Kurikulum Tingkat Satuan Pendidikan (KTSP). In this school, Team teaching has been implemented in English classrooms. The researcher wanted to know whether or not the implementation of team teaching in SMK PGRI 3 Malang fits with the existing concept, other research findings, and theories.

**METHOD**

This research was a descriptive qualitative study about the implementation of team teaching for teaching English in SMK PGRI 3 Malang. The role of the researcher was as an observer and the key instrument for the study. The researcher observed the implementation of team teaching strategy in English learning from planning to the implementation. The study was conducted at SMK PGRI 3 Malang which is located at Jalan Raya Tlogomas 29 Malang. It was conducted in 3 days which were 22nd, 26th, 27th of March 2013. This study involved the Head of Mechanical Engineering Department, three pairs of English team teaching teachers, and the 113th grade students. The data related to this study were the responses from the informants through questionnaires, interviews, field notes.
In this study, the researcher arranged the interview with three pairs of team teachers and the Head of Mechanical Engineering Department. The questionnaire was used to collect the information from students about their perception and response toward team teaching in their class, the advantages and disadvantages of team teaching, and the obstacles and its solution in teaching English using team teaching. The researcher composed the field note based on the observation of English learning process using team teaching in three different classes with different English team-teaching teachers. The field notes were used to check whether the other data collection from interviews and questionnaire really occurred and implemented in the fields.

Data analysis in this research was done by the time the data were compiled. Upon doing the interview, the researcher analyzed the interviewee’s answers. The data gained through the instruments were grouped and classified based on the research questions. This was done to help the purpose of interpretation.

In order that the result of this qualitative study can be trusted, a validity of the study is needed. The techniques used in checking the validity of the study are the persistence of observation and triangulation of data sources. The researcher had observed and collected the data persistently. The observations were conducted until the researcher got the sufficient data to answer the research problem deeply. The triangulation of data sources means checking the data credibility by gathering other data from other informants. Therefore, the researcher collected the data from the head of Mechanical Engineering, the three pairs of English team teachers and the students. From those different informants, the researcher collected the data through interviews and verified the data credibility at once.

FINDINGS AND DISCUSSION
This section deals with the findings of the research, concerning the implementation of team teaching at SMK PGRI 3 Malang, the purposes of the implementation, classroom management, students’ responses toward the
implementation, advantages and disadvantages, and some obstacles in the implementation. Furthermore, discussions of the findings are also provided.

**The Implementation of Team Teaching in SMK PGRI 3 Malang**

According to the findings, SMK PGRI 3 Malang had been applied Team Teaching in English learning since 1999. In the beginning the system of Team Teaching involved three teachers to teach in one class. Since the class size was large with more than 30 students in one class, the rule of Team Teaching was the students in one class were divided into three groups. Each group was handled by one teacher.

Meanwhile, now the system of Team Teaching in SMK PGRI 3 Malang has changed. The rule was that two teachers in a team teach one class. It was different from the first rule. The second one, the number of students in one class was reduced. Thus one class only needs two teachers.

This finding was in line with Goetz (http://people.ucalgary.ca/~egallery/goetz.html/ accessed in January 17th, 2013) about Team Teaching models, the school firstly adopted a Parallel Instruction. In Parallel Instruction, the class is divided into two groups and each teacher is responsible for teaching the same material to her/his smaller group. This model is usually used in conjunction with other forms of Team Teaching, and is ideally suited to the situation when students are involved in projects or problem-solving activities, as the instructor can roam and give students individualized support.

On the other hand the second model of Team Teaching applied in SMK PGRI 3 Malang was Monitoring Teacher. This situation occurs when one teacher assumes the responsibility for instructing the entire class, while the other teacher moves around the classroom and monitors student learning and control the students’ behavior. (Goetz on http://people.ucalgary.ca/~egallery/goetz.html/ accessed in January 17th, 2013).

All of those two models applied in English Team Teaching were also called Full Team Teaching. Full Team Teaching is a Team Teaching variation which is done
by two or more teacher in the same time in the same class. During the teaching process, all team members are in the same class (Wardani, 2001:10-19).

The Purpose of Implementing Team Teaching

Concerning to the purpose of implementing Team Teaching, from the interview to The Head of Mechanical Engineering Program and English team teachers four main purposes were obtained.

The first purpose was to ease the teacher to monitor and handle large number of students. Since there were always disruptive behaviors from students in a large class, it would be easier to handle the class.

This purposes was in line with Scrivener (2012: 96) who states “Of course, the better ratio of teacher (and assistants) to students, then the more chance there is to give personal support and guidance; so in this respect, smaller is better.”

The second purpose was to serve the students well. With Team Teaching, the students who were less capable were served well. This findings are also in line with Wardani (2001, 21) that with the implementation of Team Teaching, every student got more attention than those who were taught in solo teaching.

The third purpose was to make the class run conducive. There was cooperation with other teachers to control the class situation in order to be more conducive in class.

The next purpose was to increase the teachers’ competence. Team Teaching gives the teachers opportunity to improve their skill and knowledge in teaching. They had a partner to discuss with and critique their lack.

These statements were in line with the definition of Team Teaching based on Goetz, (http://people.ucalgary.ca/~egallery/goetz.html/ accessed in January 17th, 2013)
Class Management Using Team Teaching and Sharing Responsibilities among the Teachers

Those three pairs of English team teachers said that they had the same responsibilities in implementing and evaluating. For the responsibilities in teaching, they had no difference in proportion. None of them dominated the other. The rule was that only one teacher presented the material while the other had chance in the next meeting.

They planned, implemented, and evaluated with their partner. They also did not have different proportion in teaching. Therefore, they had equally shared responsibilities in teaching.

Their statements were in line with Goetz’s opinion about Team Teaching (http://trisnawisnuardana.blogspot.com/2010/02/team-teaching.html) “Team Teaching can be defined as a group of two or more teachers working together to plan, conduct and evaluate the learning activities for the same group of learners”

Those statements had fulfilled the first step of learning using Team Teaching according to Artiningsih (http://mishadonline.blogspot.com/seputarpembelajaran.html/). The first step of teaching using Team Teaching strategy is the members of the Team Teaching make the lesson plan together.

The Students’ Response toward Team Teaching in Their Class

The result of this study shows that, the students show more enthusiasm. Since there were two teachers in class, students who did not concentrate very much could be reprimanded by one of the teachers.

While the findings from students’ questionnaire showed that students agreed that English learning using Team Teaching was easier and fascinating. They also perceived that Team Teaching was more effective than solo teaching. Through students’ point of view, their English team teachers had good class management. Indeed, most students felt that Team Teaching class made them less bored because of the teachers’ variation in teaching. They also agreed that Team Teaching could make the learning process run smoothly and conducively.
The findings from students’ general comment toward Team Teaching were varied. Most students reported that Team Teaching in English learning ran conducively and made the class less noisy. It was more effective and conducive learning using Team Teaching. They did not feel bored. On the other hand, only few students felt that with Team Teaching, they could not behave freely. Since there were two teachers monitoring them, they had to control their behavior in class.

**The Advantages and Disadvantages of Team Teaching**

Through those answers from the informants, Team Teaching could maximize the teachers’ teaching. They could learn from other teachers teaching styles. Indeed, they also got positive critiques from other teacher whether they had mistakes in teaching or not. This statement was in line with Beaven’s belief (2003:81) that teachers have much to share with and learn from others teachers. Each teacher can learn from other teacher to improve their teaching. Teachers complement one another. Teacher strengths are combined and weaknesses are remedied. Poor teachers can be observed, critiqued, and improved by the other team members in a non-threatening, supportive atmosphere. The evaluation done by a team of teachers will be more insightful and balanced than the introspection and self-evaluation of an individual teacher.

According to Wardani (2001:5), there are some reasons why we need to implement Team Teaching in every level and kind of education, such as Team Teaching gives more opportunities for teachers to improve their teaching techniques; the implementation of Team Teaching suits with the changes in education world, that is the need to work together or collaboratively; from the training novices’ point of view, Team Teaching is one of the promising ways of training. It gives bigger opportunity to novice teachers to work in a team with experienced teachers.

Those reasons are in line with the findings from interviews with English team teachers. The teachers had opportunities to learn from other teacher and improve their teaching technique.
The same opinion comes from to Goetz (http://people.ucalgary.ca/~egallery/goetz.html accessed in January 17th, 2013). One of the advantages said by Goetz is “Team members are part of a supportive environment in which they are exposed to different styles of planning, organization, and class presentation. This gives the team members an opportunity to develop and enhance their own teaching approaches and methods.”

Other advantages from the findings were the teachers could complement each other in controlling the class. Since it was a large class, controlling a big number of students was not easy for one teacher. Thus Team Teaching was more effective than solo teaching. Besides, they also could remind each other when one of the team mates made mistakes.

Through Team Teaching, the teachers could control the class more easily. They also could evaluate the teaching learning process together with their partner. When one teacher was presenting the material, the other teacher could monitor the students.

The only one disadvantage was said by The Head of Mechanical Engineering Program. He perceived that implementing Team Teaching means they had to add the fund. The team teachers still received a regular salary although they taught in team in one class. Nevertheless, the school did not feel burdened with that. They still used Team Teaching since they got more advantages than disadvantages.

This statement was in line with an expert point of view ("http://education.stateuniversity.com/pages/2493/Team-Teaching.html" Team Teaching - Advantages, Disadvantages) that one of the disadvantages of Team Teaching is related to the financial problem. Salaries may have to reflect the additional responsibilities undertaken by team members. Team leaders may need some form of bonus. Such costs could be met by enlarging some class sizes. Nonprofessional staff members could take over some responsibilities.
The Obstacle and its Solution in Teaching English using Team Teaching in SMK PGRI 3 Malang

According to the informants’ answers, The Head of Mechanical Engineering Department and the first pair of English team teacher had a similar opinion. The obstacle found in learning using Team Teaching was that the teacher probably had an argument with their partner. Since they graduated from different universities, maybe they had different concepts.

An expert (http://education.stateuniversity.com/pages/2493/Team-Teaching.html”>Team Teaching - Advantages, Disadvantages) said that Team Teaching is not always successful. Some teachers who have rigid personality types or may be wedded to a single method. Some simply dislike the other teachers on the team. Some do not want to risk humiliation and discouragement at possible failures. Some fear they will be expected to do more work for the same salary. Others are unwilling to share the spotlight or their pet ideas or to lose total control. Those statements are in line with the obstacle found by the team teachers that they probably had different concept with their partner.

Based on their answer, the solution to overcome this problem were, firstly from pairing the teachers, the Head of Mechanical Engineering had to pair the teacher with the suitable one. While the teachers said that, they had to have a discussion before they taught in the class to avoid the misperception. They also said that they did not feel any obstacle in English learning using Team Teaching. They perceived that English Team Teaching did not give any obstacle.

On the other hand from the students’ general comments about the obstacle in Team Teaching, the majority of students reported that there was no big obstacle in implementation of Team Teaching in their class. There were only small groups of students who perceive that the obstacle was that they became confused with the teachers’ explanation sometimes. Sometimes, some of their teacher had a different argument in some matter.

This obstacle could be overcome by the discussion from the team teachers before they taught their students. They had to synchronize their concepts.
CONCLUSIONS AND SUGGESTIONS

This section deals with the conclusions that can be drawn from the research and some suggestions for the principal, teachers and other schools.

Conclusions

SMK PGRI 3 Malang adopted Full Team Teaching in English classroom. The Purposes of Implementing Team Teaching in SMK PGRI 3 Malang were to ease the teacher to monitor and handle large number of students, to serve the students well and equally, make the class more conducive, and to increase the teachers’ competence. English team-teaching teachers planned, implemented, and evaluated with their partner. They had an equally shared responsibility in teaching.

The students responded positively toward Team Teaching in their class. They showed more enthusiasm. The only obstacle found in implementing Team Teaching in SMK PGRI 3 Malang was that the teacher probably had a disagreement with their partner. The solution to overcome this problem the teachers said that, they had to have a discussion before they teach in the class to avoid the misperception.

Overall, Team teaching is a strategy used by teachers to maximize their teaching. However, working in a team does not guarantee its success. It depends on the team works itself. The team’s success will depend on the real cooperation of its member.

Implementing team teaching is recommended for the teachers who teach in large class with large number of students. With team works, they could complete each other in controlling the class. Since it is a large class, controlling large numbers of students are not easy for one teacher. Thus, Team Teaching is more effective than solo teaching.

Nevertheless, learners are different. They might prefer to be taught with solo teaching than team teaching. Thus, the teachers should consider the aim of implementing team teaching with the learners needs.
Suggestions

In this section, some recommendations are addressed to The Principle of SMK PGRI 3 Malang, the English Team Teaching teachers, any school which applies Team Teaching, and future researchers. Concerning the obstacle found in Team Teaching, The Principle of SMK PGRI 3 Malang should support the implementation of English Team Teaching by arranging a frequent meeting between the English team teachers, so the principle and English team teachers can discuss and find the solution of the obstacles which appear in the implementation of Team Teaching.

Suggestion to the English team teachers is they should arrange a formal meeting to discuss the problem concerning teaching and learning and the personal problem between them. Team teachers also should optimize their teaching using Team Teaching in order to reach their teaching goals.

Any school which applies Team Teaching should be concerned about the concept and characteristics of Team Teaching so that there will be no misperceptions in learning system. While future researchers should investigate wider aspects of Team Teaching to obtain more valid data and have a deeper study.

REFERENCES


